



# Shottermill Junior School

## Accessibility Plan

<b>Governors' Committee Responsible:</b>	<b>Children &amp; Learning Committee</b>
<b>Nominated Lead Member of Staff:</b>	<b>Jayne Davies ILSM</b>
<b>Status &amp; Review Cycle:</b>	<b>Statutory (Every 3 years)</b>
<b>Next Review Date:</b>	<b>Spring 2025</b>

### **Definition of special educational needs**

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Definition of disability**

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

### **Definition of special educational provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Shottermill Junior School has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit, in collaboration with the Physical & Sensory Services Team from the local authority.

This accessibility plan forms part of the school's SEN Information Report and shall be published on the school's website.

Our **Special Educational Needs Policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND.

### **Our Equalities Objectives:**

- **Provide all children with appropriate access to learning experiences at our school and not disadvantage any child from taking part on the grounds of their gender, ethnicity, background or culture, Special Educational Need or Disability, or any other discriminatory factor.**
- **Provide a secure and supportive environment that empowers people to challenge discrimination should they encounter it.**
- **Ensure that any person visiting or working within our school environment does not suffer discrimination.**
- **Ensure prospective employees are treated fairly and do not suffer any form of discrimination in line with fair recruitment purposes.**
- **Promote and celebrate diversity of children and adults who visit or work within our school and promote equality through our actions and communications.**
- **Provide systems of monitoring to facilitate continuous improvement, learning and sharing of existing good practice, as overseen by the Governing Body and Local Authority.**
- **Work with all stakeholders or other local schools to develop cohesive communities with shared values that encompass equal opportunities.**
- **Work towards the elimination of discrimination and harassment through upholding our Core Values of: Respect, Trust, Love of Learning, Communication, Creativity and Excellence.**

### **Looked-after and previously looked-after children / adopted**

Many looked-after and previously looked-after children have suffered disrupted learning, may have missed extended periods of school, and many of them have special educational needs or disabilities (SEND). The gaps in their learning and, in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress. The complexity of this fragmented educational experience with high incidence of SEND, needs careful assessment and planning.

At Shottermill Junior School, the Designated Teacher for looked-after and post looked-after children will contribute to the review of the Accessibility Plan and ensure that this works towards meeting any additional needs of this group of pupils, so that they may thrive in our school environment.

## Physical environment

Area	Current situation	Action needed	Lead	Target Date	Completion Date
<b>Access to the building</b>	<ul style="list-style-type: none"> <li>• Step up to the main entrance.</li> <li>• Lift fitted to access the hall.</li> <li>• Automated double doors fitted on same level via dance studio entrance.</li> <li>• Ramp from door by meeting room to enable access to the rear path.</li> <li>• Lift fitted from path to Astro turf level / swimming pool area.</li> <li>• Fire exit with ramp to car park from door by Year 5 cloakroom.</li> <li>• Ramp fitted along pathway outside library, allowing wheelchair access around the back of the school</li> <li>• Ramp fitted allowing access to the top playground from path along the back of the school</li> </ul>	Continue to monitor access to the building, ensuring lifts are kept in working order and ramps remain fit for purpose.	<b>LG/FF</b>	<b>Termly</b>	<b>This action is ongoing</b>
<b>Access out of the building and outdoors</b>	<ul style="list-style-type: none"> <li>• Access from upper level of school via black side gate and through car park in the event of a fire.</li> <li>• Access to the top playground via ramp now possible. Access to the woodlands possible in dry weather from the top playground.</li> <li>• Access to the Astro pitch possible via the lift outside Year 5 cloakroom.</li> </ul>	Ensure lifts are kept in working order so they are fit for purpose.	<b>FF</b>	<b>Termly</b>	<b>This action is ongoing</b>

<p><b>Access to the rest of the school</b></p>	<ul style="list-style-type: none"> <li>• Lift fitted to enable access from the hall to the fiction library area.</li> <li>• Doors fitted with an automatic opening and closing system so that they can be operated in a wheelchair. These will close if there is a fire.</li> <li>• Doorways widened to allow wheelchair access</li> <li>• Handrails are painted in a colour to enable visually impaired users to see them clearly.</li> <li>• Access to non-fiction library possible using outside ramp</li> </ul>	<p>Bright strips on steps to be replaced so that stairs are clearly visible to pupils with visual impairments.</p>	<p>FF</p>	<p>Sept 2023</p>	
<p><b>Parking</b></p>	<ul style="list-style-type: none"> <li>• Disabled parking bay by gate to playground. Drop off/collection routine agreed when needed</li> </ul>	<p>Monitor use of this by approved users only with a blue badge.</p>	<p>FF / KB</p>	<p>Termly</p>	<p><b>This action is ongoing</b></p>
<p><b>Toilet and showering facilities/ Personal care</b></p>	<ul style="list-style-type: none"> <li>• 2 accessible toilet facilities that are large enough to accommodate a toilet and washbasin, and space for child, wheelchair and up to two adults.</li> <li>• Shower facilities spacious enough for a disabled person and adult if needed.</li> <li>• <b>Drop down bed fitted in disabled toilet for changing</b></li> <li>• <b>Hoist fitted for disabled toilet to enable transitions between wheelchair and toilet</b></li> </ul>	<p><b>Ensure the bed and hoist are kept in good working order and maintained as per the service agreement.</b></p>	<p>FF</p>	<p>Termly</p>	<p><b>This action is ongoing</b></p>
<p><b>Furniture</b></p>	<ul style="list-style-type: none"> <li>• Art bays, two nurture rooms and two intervention teaching rooms are quiet spaces available for pupils to work if required</li> <li>• Standing desk with stool available for identified pupils</li> <li>• Posture Packs for pupils with OT needs distributed if needed</li> </ul>	<p>Consult with Physical and sensory services to ensure desks and chairs are the appropriate heights when necessary.</p>	<p>JD/JT</p>	<p>Review annually</p>	<p><b>Order as necessary</b></p>

<b>Medical needs</b>	<ul style="list-style-type: none"> <li>All staff have updated their First Aid Training in September 2022.</li> </ul>	Ensure First Aid training is updated in a timely way.	HJ	Every 3 years	September 2025
	<ul style="list-style-type: none"> <li>Medication kept in the office. Class teachers take medication with them when leaving the building. A central list of children with medical needs are kept in the office</li> </ul>	Photos of children with high medical needs distributed so all staff are aware.	HJ	Sept 2023	Ongoing, as new children arrive at school
	<ul style="list-style-type: none"> <li>Training given to all staff on pupils with V.I September 2022</li> </ul>	Care plans to be reviewed by office staff and communicated to all staff as necessary.	HJ		
	<ul style="list-style-type: none"> <li>Training given to Year 5 staff and office staff on SD's medical needs. Sept 2022</li> </ul>	Close contact with parents to monitor any change of needs.	HJ		

### Access to the curriculum

Area	Current situation	Action needed	Lead	Target Date	Completion Date
<b>Cookery or tasting sessions are adapted to meet the needs of all pupils with dietary requirements</b>	<ul style="list-style-type: none"> <li>Recipes and food choices are adapted to enable all pupils to take part safely.</li> <li>Office ensures class teachers are informed of specific dietary needs.</li> <li>Surrey Commercial Services ensure that pupils with dietary requirements have meals that are safe for them to eat.</li> </ul>		JT  HJ  JT	Ongoing	Ongoing
<b>Length of school day</b>	<ul style="list-style-type: none"> <li>Can be adjusted to allow for treatment or therapy</li> <li>Where possible therapy or health visits can happen in school</li> <li>Pupils can have an adjusted timetable or be welcomed into Breakfast Club</li> </ul>		KB	Ongoing	Ongoing
<b>Outdoor activities will be planned with pupils additional needs being considered fully</b>	<ul style="list-style-type: none"> <li>Some pupil have the length of the visit adapted if their stamina or health does not allow them to join in for the full day.</li> <li>Wherever possible, transport will be arranged to enable all pupils to take part (e.g. drop down coach)</li> <li>Sports activities and events will be planned to be inclusive. For example use of the school field.</li> </ul>	<b>Review of EVC policy to highlight planning for accessibility needs.</b>	Class teachers  NC	Ongoing	Ongoing

	<ul style="list-style-type: none"> <li>Residential visits will be arranged so that they are inclusive for all pupils wherever possible (e.g. use of different harness for climbing).</li> <li>Risk assessments carried out in good time to ensure additional needs are considered well in advance. Individual risk assessments created if necessary.</li> </ul>				
<b>Resources</b>	<ul style="list-style-type: none"> <li>Additional resources will be provided or the current resources enhanced to support pupils such as large print, pencil grips &amp; scissors etc.</li> <li>New whiteboards have been fitted in all classrooms, including dance studio and art room.</li> <li>We will liaise with specialist teachers to identify any additional resources such as hearing aids to give pupils full access.</li> <li>Advice from specialist teachers and outside agencies adhered to and resources purchased accordingly.</li> <li>Teachers wear microphone when teaching children with hearing impairments.</li> <li>Laptops/l-pads utilised for specific pupils. Use of laptop for pupil who struggles with handwriting.</li> </ul>	<p><b>Termly visits to review provision for pupil with V.I, H.I and OT needs with David Jackson (V.I), Vanessa Palmer (H.I) and OT service.</b></p> <p><b>JD to monitor how these devices are used and ensure they are improving outcomes for the pupils.</b></p>	<p><b>JT</b></p> <p><b>JD</b></p> <p><b>JD</b></p>	<p><b>Termly</b></p> <p><b>Ongoing</b></p>	<p><b>Ongoing</b></p>

## Young Carers

Area	Current situation	Action needed	Lead	Target Date	Completion Date
<b>Arriving and leaving school</b>	<ul style="list-style-type: none"> <li>Parents with limited mobility are permitted to enter the car park to drop their child off / collect at the end of the day.</li> <li>If necessary pupils can be collected from a car and signed in by a member of the office staff. (After prior discussion with the HT)</li> </ul>		<b>KB</b>	<b>Ongoing</b>	<b>Ongoing</b>
<b>Assistance with learning at home</b>	<ul style="list-style-type: none"> <li>Children identified as finding home learning difficult can access computers and support at school. (After prior arrangement with the class teacher)</li> <li>Google classroom up and</li> </ul>		<b>Class Teachers</b>	<b>Ongoing</b>	<b>Ongoing</b>

	<p>running. Parents given advice for how to use it.</p> <ul style="list-style-type: none"> <li>• Pupils identified as needing support for homework are invited to homework club.</li> <li>• Children offered a Chrome Book or iPad to support learning at home, where required.</li> </ul>	<b>KB to liaise with local community groups to access funding for this.</b>	<b>KB</b>		
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### Access to written information

Area	Current situation		Lead	Target Date	Completion Date
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Adapting font size, page layouts and using different coloured paper will support pupils with visual impairment.</li> <li>• Provide large print text</li> <li>• Advice sought from specialist teaching team</li> <li>• Work with the home school link worker to identify families with limited literacy and sensitively offer support</li> </ul>		<b>JD</b> <b>Class teachers</b>	<b>Ongoing</b>	<b>Ongoing</b>
<b>Translation</b>	<ul style="list-style-type: none"> <li>• Support parents by translating school document for new parents who do not speak English</li> <li>• Where possible, class teachers translate information or use translators.</li> <li>• REMA service for schools utilised when EAL pupils first start at Shottermill Juniors. Meeting with parent and translator to ensure smooth transition.</li> </ul>	<b>Monitor Ukrainian pupils engagement with school and provide support to families.</b>	<b>JD</b>	<b>Termly</b>	<b>Ongoing</b>

The table above is based on our current assessment of accessibility for pupils with SEND and / or other additional needs. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for all service users. Progress on these measures will be updated annually and reported to and reviewed by the Governing Body.

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.